

COMMONWEALTH OF AUSTRALIA

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Walking Talking Texts

The Column Planner:

for teacher use

Where the forest meets the sea

INDEPENDENT WRITING

The following guide may be helpful in planning for development in the students' personal writing.

Students need at least half an hour a day to develop independent writing skills.

Follow the sequence set out below for each genre of writing begun by the students.

- A. Have a meeting to brainstorm, discuss and list possible topics for writing.
- B. Students begin first draft and continue writing this daily.
- C. Teacher talks to individual students.
- D. Teacher leads a meeting to discuss the writing so far.
- E. Students begin a second draft and continue writing this each day.
- F. Teacher talks to individual students.
- G. Teacher leads a meeting
- H. Students begin a third draft and continue working on this each day.
- I. Teacher talks with individual students.
- J. Students produce final copy.

EXPLORING THE TEXT

Teacher and students will need to spend from one half, up to two hours per day interacting with the whole text in order to

COMPOSING

AND

CONSTRUCTING

ORAL

TEXTS

THROUGH

INTERACTION

IN

SHARED

LEARNING

EXPERIENCES

LEADING

TO

THE

CONSTRUCTION

OF

GROUP

NEGOTIATED/

JOINTLY

CONSTRUCTED

WRITTEN

TEXTS.

EXPLOITING THE TEXT
Exercises

Learning and sharing information about reading and writing, using parts of the text.

Teacher and students read the original story and all the texts generated from the activities each day. Display all of these texts **prominently**.

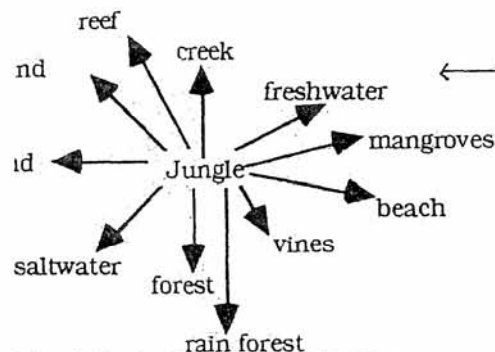
In examining the texts displayed, tell the students about the conventions of reading and writing.

Use the texts as a basis for exercises to further develop students' skills in English.

The language exercises in this column allow for practice by students in constructing and deconstructing texts for themselves.

The teacher **scaffolds each activity first, explaining the process** to the students. After this the students practise the activities themselves.

INDEPENDENT WRITING



through the book showing and talking about the illustrations. The words for the semantic web will be given by the children, as an example of what you could end up

about :

how the forest grown next to the sea, not in the sea
mangroves grow in the sea
life in the sea and the forest
what the children think the text will be about from the information given so far.

slowly with the reading, stopping to about the illustrations as you go eg you think the crocodile is really sitting to the boy and his grandfather.

EXPLORING THE TEXT

Activities

1. Discover the text.

Talk about the contents of the text. Discuss and record what the learners already know about the topic in the form of a semantic web or notes. Use information from the title and illustrations to discuss what the text/story might be about (predicting).

Read the text to the students.

3. Assessment Choice.

Teacher (as a language model and scaffolder of learners' English) and students

a) discuss whether the text was as predicted,
b) exchange ideas, opinions and feelings about the content of the text.

3. Talk about:

- the meaning of the text - what happened?
- the shadow pictures - What do they mean? Are they really there?
- the last illustration
 - how this could be a picture of this landscape in the future/when the little boy has grown up

Ask the children to talk to their relations about what the local community looked like when the relations were children.

4. Read the text with the students: students begin to read along with the teacher.

Explore the text by planning together to role play the text and/or parts of it (if appropriate).

Type of Role Play:

Participants:

4. All children act out the journey of the boy as the teacher reads the text. Play 'rainforest' music as the children do this.

Learning Written English and Learning About Written English for Informational use (3b).

Learning Spoken English and Learning Through Spoken English for Interpersonal Use (4).

Learning Spoken English and Learning Through Spoken English for Interpersonal (2) and Aesthetic use (5).

EXPLOITING THE TEXT

Exercises

For students just beginning literacy in English, the teaching and learning of the English sounds and letter names, needs to be organised in conjunction with the following exercises.

A shaping exercise.

2. Complete oral cloze exercises.

- Teacher and students together.
- Individual student (one to one) with teacher.

Teacher makes notes, keep in folio.



2. Leave out nouns which are supported by the illustrations, boat, reef cockatoos, forest, crocodiles, mangroves, creek, trees, feather, fire, fish.

INDEPENDENT WRITING

EXPLORING THE TEXT Activities

5. Read the text again and discuss the content of the text. Make links between the written text and the real world experiences of the students - talk about similarities and differences.

a) Talk about the story - general overview
b) Talk about

- going fishing
- going in boats
- hunting in the mangroves
- tides, local tidal creeks

c) Link concepts in the book to children's own knowledge of:
- where children go fishing/boating locally
- whether the local places look like those in the book

7. Assessment Choice.

The students re-tell the text; the story line, the sequence of events etc.

Use the illustrations as memory joggers. Students may like to retell the story in small groups of two or three

(Make use of the tape recorder to keep records of assessment)

8. The words chosen are ones which could be difficult for the students. Make semantic webs of similar meanings (according to use in the book) for the first four words on this list. Add more semantic webs for other words as the unit progresses.

rise (fly up, take off)

reach (travel to, get to, drive)

arrive (land, reach, got there)

squawking cloud (lots of noisy birds flying together, noisy group)

ancient (old, very very old, lots of history, Dreamtime)

Learning Through spoken and Written English for Interpersonal use (1.2).

- things to look out for eg crocodiles, spirits, devils (if you are a non- Aboriginal teacher, plan this section with an Aboriginal teacher and talk through local knowledge of spirits and devils before doing this with the children; Aboriginal teachers may prefer to teach this part).

Learning Spoken English and Learning Through Spoken English for Informational Use (4).

vines and creepers (roots, Aboriginal names)

when we come back (in the future, in 10 years, when you are grown up)

hollow (hole, gaps, space in the tree, empty)

twisted (entwined, curly, bent, tangled, gnarled)

pretend (gammon, imagine, dream, make up/make believe)

6. Explain that;

- this is a book in which the illustrations tell the story more than the words; the words are there to support the illustrations.
 - the pictures are of real places and the people themselves may not be real and may not have done those things, but the book is based on real things that people do.
 - the shadow pictures in each illustration are what **could have** happened or what **might** happen.
- Teacher information - it is a variation on the recount genre; it uses present tense rather than the typical past tense of recounts

A shaping exercise.

6. Teacher tells the students about the genre of the text and the features of this genre so students learn how different genres are constructed. Do this by deconstructing the structure of the stimulus text and discussing how the different parts make up the whole structure of the text.

A shaping exercise.

8. Teacher and students make a list of words (vocabulary expansion) which describe characters or events in the text. Display this list and add to it as the unit progresses. Make semantic webs using these words. (Ref LEAS materials)

A shaping exercise.

9. Organise this list and other words from the unit of work in alphabetical order. For students who are beginning literacy, do Exercise 10.

7. Have children retell the story line in a group, using each illustration to support the retelling of the story

- whole group together first
- groups of two/three retell supported by the illustrations

INDEPENDENT WRITING

Teacher organises for the students to write, using the suggested writing sequence.

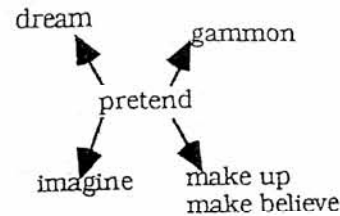
Once the list (point A, on the first page of this planner) has been started, have students decide about what they will write/draw everyday before writing begins.

Do this in a group meeting and add to the list as ideas for personal writing grow.

EXPLORING THE TEXT

Activities

10. Make more semantic webs for words on the list in exercise 8 eg



Sort the words into categories eg:

- concept categories (forest words, sea words, water words, time words)
- words with same beginning sound
- all words with two/three syllables
- rhyming words (follow, hollow & then, again).

Teach the sound and letter combination for the "th" diphthong. Teach and practice the difference between the hard (**th**ink) and soft (**th**at) varieties.

'**th**' words in the text (*the, there, through, that, think, this, then, father*).

EXPLOITING THE TEXT

Exercises

A shaping exercise.

10. For students who are beginning literacy, introduce the English alphabet and display along a wall. Teach sound and letter names. List words under the appropriate letter name. Teach the sound/letter names, of single sounds, blends, word endings etc.

(A focusing exercise)

For students who are developing literacy, create a wall dictionary (words with meanings) or a semantic web.

Add to the dictionary or semantic webs as unfamiliar words are encountered.

Teach the students how to use this as a resource for their personal writing. Use the growing list of words on these wall resources for the study of words including spelling, rules and irregularities in rules.

For example, students, in pairs discuss and sort the words on individual cards into categories:

- word families
- same beginnings/ endings
- sound patterns
- letter patterns
- rhyming words
- plurals etc.

Related texts to read to students each day:

INDEPENDENT WRITING

11. See the Descriptor in WTT on page 64 and in LEAS on page 98. Refer to Activity 7 and do this activity again, the teacher scribes as the children re-tell. Write two levels of text - one similar to the stimulus text for children with less English and one which extends the English of the text for children with more English.

13. Students begin writing a text modelled on the stimulus text used for this unit of work.

13. For children who are not yet literate:

- have them attempt to fill in single words on a skeleton text of the group negotiated text produced in activity 11

OR

- have the child draw a picture of what she/he is going to write about
- the child has a go at writing something
- the child tells the teacher about the writing/drawing
- the teacher scribes a sentence or two under the child's attempts showing the child any letters she/he has written which match those in the sentences the teacher is now writing
- the child copies the teacher's writing
- over the next few days, use this sentence(s) as a skeleton text for the child's writing - take a different word out each day and give the child practice at writing different words in, give the child the beginning/ending letter if needed.

Related texts to read to students each day:

For children who are emergent readers and writers:

- have each child choose a page in the book
- each child 'has-a-go' at writing something
- teacher conferences this piece of writing and scribes a complete sentence(s) for the child
- the child copies under, the teacher's scribed story
- child illustrates
- this story can be given as a story starter to the child for the next few days so she/he can have a go at adding more

EXPLORING THE TEXT
Activities

11. Read the text again with the students. Teacher and students write a group negotiated text of the original (a written retelling). Students illustrate the text. Sequence the pages and display these as a wall story.

The genre of this text is:

A fictional recount using some factual knowledge.

TEACHER
AND STUDENTS GO
ON A PRINT WALK AROUND THE
CLASSROOM.

Read the print.

Discuss the text, concepts of print, graphophonic relationships, words used, use of punctuation etc.

Recall the activity in which each text was written

Discuss what else may be written and displayed in this unit of work

Learning Spoken and Written English and Learning About Written English for Interpersonal (2) and Informational Use (4)

14. Group children so that there is a more literate child with a less literate child. As there are no paragraphs in this text, have the children unscramble the whole text, placing each page of text in order.

EXPLOITING THE TEXT
Exercises

12. Continue to develop semantic webs for the words on the list for exercise 8. Aim to develop one each day.

A shaping exercise.

12. Create a wall thesaurus. Begin with the words from the previous list. Add to the thesaurus to expand vocabulary. Have students use this in their personal writing.

A shaping exercise.

14. Sort scrambled text, use longer chunks of text such as paragraphs/or the contents of a page.
a/ Whole group with teacher
b/ Co operatively in groups of two or three.
c/ Individually.
Keep work for student's folio.

15. **Assessment Choice.**

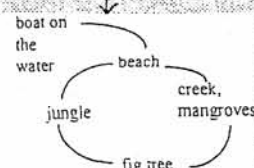
A shaping exercise.

Teacher and students produce a written text in the form of a **story map or graph** to depict the main events.

A shaping exercise.

16. a) Sort scrambled sentences into a paragraph to a page of meaningful text.
b) Sort scrambled words into appropriately structured sentences:
a/ Whole group with teacher
b/ Co operatively in groups of two or three.
c/ Individually.
Keep work for student's folio.

15. Make a graphic illustration of the story showing the sequence of the journey and the places visited.



Make this as large as possible and display on the wall. Continue to add children's illustrations and written details to the story map as the unit of work progresses

Children who are further developing their literacy skills

- attempt their own written retell
- teacher conferences
- child redrafts.

16. Sort scrambled sentences. See descriptor on page 68.
Group more literate children with less literate children for this exercise.

INDEPENDENT WRITING

19. Songs - put 'food chain' songs to the tune of "them bones" OR "Home among the Mangroves" to the tune of "Home among the Gumtrees".

Develop a musical accompaniment for the reading of the text. Use the following suggestions to create a musical accompaniment

Page 1	- water lapping	splashing water in a bucket
- boat	tape of a boat engine, lawn mower	tape of a boat engine, lawn mower
Page 2	- sound of a boat motor (put put)	squeaky door drag tin across tin
- background screech of one or two birds	tape kids making noise of a mob of squawking birds	splashing water in a bucket
Page 3	squawking cloud	
Page 4	water lapping	crocodile (bubbles)
		sound of slow bobbles being blown into the bucket of water with a straw
Page 5	walking in sand,	scrapping noise
stepping into water	large rock dropped into bucket	bigger splashing
walking in water	tape kids making noises of mudskipper plopping in mud, clicker prawns, splash of fish, birds	
background noises of the jungle	add the noise of frogs to the above	add the noise of crickets, breaking twigs, walking in dry leaves to the above
Page 6		continue with the sounds of the above pages
Page 7		Make a hollow sound - use a tone block, tape echoes
Page 8		SSSHHHH noise paper rustling cellophane crushing
Page 9	Inside the fig tree	
Page 10	Sea	
Page 11	fire crackling	
Page 12	buildings: built up areas	the noise of building sites - drilling - banging Music/TV in the background, car horns etc.

EXPLORING THE TEXT

Activities

17. Group more literate children with less literate children for this exercise. Use sentences from the book eg. *Not many people go there (Hardly any people go there): ... through the reef (between the rocks; through the channel); ... squawking cloud (Noisy mob, loud bunch); ... a hundred million years (since the dreaming, for a long long time).*

19. Assessment Choice.

Explore the text through poetry and/or music. Identify and list known poems or songs/music related to the text. Recite, sing, dance, mime as appropriate. Names of poems/song:

Known

New

20. Teacher and students produce a written text of the words of the poetry and/or music. Students illustrate, sequence the pages and display.

Learning Spoken and Learning About Spoken English for Aesthetic Use (6).

Learning Spoken and Written English and Learning About Written English for Informational Use (4).

21. Stress, rhythm and pronunciation will be developed through the musical instruments activity as the children read along with accompaniment.

Concentrate on listening for and using the "th" sound both at the beginning of words in the middle and at the end of words.

Related texts to read to students each day:

EXPLOITING THE TEXT

Exercises

A shaping exercise.

17. Create alternative endings/ beginnings for sentences and larger chunks of text.
a/ Whole group with teacher
b/ Co operatively in groups of two or three.
c/ Individually.
Keep work for student's folio.

A shaping exercise.

18. Complete written cloze exercises:
a/ Whole group with teacher
b/ Co operatively in groups of two or three.
c/ Individually.
(Keep for student's folio). Include a sample here for this unit of work.

18. See descriptor page 68. Use the same words for this exercise as for oral cloze, exercise 2.

21. Assessment Choice.

Practise listening skills. Once these listening exercises have been introduced, do some of them for 10 minutes every day. Many other listening exercises can be chosen from resource books.

Listening exercises should cover the areas of stress, rhythm and pronunciation of English.

Following are some examples:-

Focusing exercises.

Listen for specific words phrases, sounds in spoken texts. Choose a group of words, a word, a sound that the students need to listen to and learn to pronounce.

INDEPENDENT WRITING

22.

For children who are not yet literate:

- have them attempt to fill in single words on a skeleton text of the group negotiated text produced in activity 20

OR

- have the child draw a picture of what she/he is going to write about
- the child has a go at writing something
- the child tells the teacher about the writing/drawing
- the teacher scribes a sentence or two under the child's attempts showing the child any letters she/he has writing which match those in the sentences the teacher is now writing
- the child copies the teacher's writing
- over the next few days, use this sentence(s) as a skeleton text for the child's writing - take a different word out each day and give the child practice at writing different words in, give the child the beginning/ending letter if needed.

22. Students begin writing a text in the form of a poem or a song.

23.

Make one part of the room into a rain forest, make a collage of the beach on one wall, and in one corner of the room, have representations of a built up area which is partitioned off from the rest.

OR

A table sized model of a rainforest and a beach.

EXPLORING THE TEXT
Activities

For children who are emergent readers and writers:

- have each child choose a well known song to write.
- each child 'has-a-go' at writing something of the song chosen
- teacher conferences this piece of writing and scribes a complete sentence(s) for the child
- the child copies under, the teacher's scribed story
- child illustrates
- this story can be given as a story starter to the child for the next few days so she/he can have-a-go at adding more to the writing.

Children who are further developing their literacy skills

- attempt their own written version of a well known song
- teacher conferences
- child redrafts.

23. Assessment Choice.

Explore the text through art and craft.

Brainstorm ideas for construction, mural making, 2d art etc, with the students. List the ideas. Teacher and students discuss each idea and decide on those to be done.

Teacher and students together produce art/craft related resources, talking about the process. Label the products/parts of products.

Learning Spoken English and Learning Through Spoken English for Interpersonal (2) Informational (3a) and Aesthetic Use (B).

EXPLOITING THE TEXT
Exercises

21, Cont. When the students hear the target sound/word(s) in the text, they indicate in some way - playing a musical instrument, standing up, etc. Read a part of any of the texts with which the students are familiar, substituting incorrect words. Allow the students to correct the words and supply appropriate ones.

Choose sounds from the text on which to concentrate. Play games which require the students to discriminate between the sounds.

A shaping exercise.

Choose a repetitive part of the text to use as a chant, while the students follow the rhythm and stress of the language using body movements, musical instruments, etc.

List the Listening Activities chosen for this unit of work.

- a/ Whole group with teacher
- b/ Co operatively in groups of two or three.
- c/ Individually.

INDEPENDENT WRITING

25. Students begin to write a procedural or descriptive text based on art/craft work.

25. For children who are not yet literate:

- have them attempt to fill in single words on a skeleton text of the group negotiated text produced in activity 24

OR

- have the child sit near the 3D model or collage and talk about what she/he is going to write about
- the child has a go at writing something
- the child tells the teacher about the writing/drawing
- the teacher scribes a sentence or two under the child's attempts showing the child any letters she/he has writing which match those in the sentences the teacher is now writing
- the child copies the teacher's writing
- over the next few days, use this sentence(s) as a skeleton text for the child's writing - take a different word out each day and give the child practice at writing different words in, give the child the beginning/ending letter if needed.

For children who are emergent readers and writers:

- have each child have-a-go at writing a text about the 3D model or the collage
- teacher conferences this piece of writing and scribes a complete sentence(s) for the child
- the child copies under, the teacher's scribed story

- child illustrates
 - this piece of writing can be given as a text starter to the child for the next few days so she/he can have-a-go at adding more to the writing.
- Children who are further developing their literacy skills**
- attempt their own written version of how to make a 3D model or collage
 - teacher conferences
 - child redrafts.

EXPLORING THE TEXT

Activities

24. Teacher and students write jointly constructed texts associated with the art and/or craft work eg. procedural or descriptive.

a/ Discuss what we made.....
what we needed.....
the sequence of making...
how we made.....

b/ Make notes.

c/ Construct whole text.

Learning Spoken and Written English and Learning About Written English for Informational Use (4).

TEACHER
AND STUDENTS GO
ON A PRINT WALK AROUND THE
CLASSROOM.

Read the print.

Discuss the text, concepts of print, graphophonic relationships, words used, use of punctuation, etc.

Recall the activity which each text reflects.

Discuss what else may be written and displayed in this unit of work.

Listen to individual students "read" some of the texts produced so far.

EXPLOITING THE TEXT

Exercises

26.

Concentrate on the "th" sounds in the story. Have children identify these aurally as the story is read.

Make up alliterative rhymes and teach them as chants eg,

Thick and thin
thick and thin
I think it's thick
I think it's thin
That one's thick
and that one's thin
so there you go...
that's that.

26. **Assessment Choice.**

A focusing exercise.

Practise English pronunciation, use any of the texts from this unit of work to concentrate on particular aspects of English pronunciation. Include sounds, words, phrases, whole sentences incorporating intonation and rhythm. Use tape recorder and keep cassette in student's folio.

a/ Whole group with teacher

b/ Co operatively in groups of two or three.

c/ Individually.

INDEPENDENT WRITING

EXPLORING THE TEXT
Activities

EXPLOITING THE TEXT
Exercises

27A. SCIENCE **Assessment Choice.**
Explore appropriate curriculum areas which extend the themes of the text. Science.

*Learning
Through
Spoken and
Written English
Informational Use
[3a, 3b].*

27A.

Topic - Habitats
The beach
The mangroves
The vine forest

DO:

Visit each habitat

A. Look for different animals. Look at different plants in the area.

B. Observe how each habitat

feels
sounds
looks
smells

Use a camera/video camera to record
Students may draw to record

TALK ABOUT:

Talk about the plants and animals in each habitat - what they look like, eat, what eats them, why they live in particular places

RECORD:

Make a chart for each habitat with
A. details of the plants and animals found there

B. details of how each habitat

feels
sounds
looks
smells

Display the charts

Related texts to read to students each day:

INDEPENDENT WRITING

27C.
Students write a text that is related to the activities in Science.



- 27C.**
For children who are not yet literate:
- have them attempt to fill in single words on a skeleton text of the group negotiated text produced in activity 27B
 - take different words out of the skeleton text each day, or two words in a row for children who are coping at this level.

For children who are emergent readers and writers:

- give each child a skeleton text of the group negotiated one, with the beginning of every sentence written in
- children have-a-go at completing the sentences using the retrieval chart
- teacher conferences this piece of writing and scribes a complete sentence(s) for the child, if necessary
- the child copies under, the teacher's scribed writing

Children who are further developing their literacy skills

- attempt their own written report on the same habitat or another one of their own choice, using the retrieval chart to support their writing
- teacher conferences
- child redrafts.

EXPLORING THE TEXT Activities

27B. [Assessment Choice.]

Teacher and students write a group-negotiated /jointly-constructed text that reflects the Science activities. This could be functional, expository, procedural, reports, explanations, etc. Students illustrate the text, sequence the completed parts and display.

Type of text (genre)

Title of text.

27B.

A report on each of the three habitats studied in Activity 27A. Use the retrieval chart as a scaffold for the writing. See Deriwianka, B *Exploring How Texts Work and Learning English in Aboriginal Schools* for information on how written reports are constructed.

28A. MATHS [Assessment Choice.]

Explore Maths topics which extend the themes of the text.

DO

N/A

TALK ABOUT

RECORD

Learning Written English and Learning About Written English for Interpersonal (2) and Informational Use (4).

Learning Through Spoken and Written English Informational Use (3a, 3b)

EXPLOITING THE TEXT Exercises

INDEPENDENT WRITING

EXPLOITING THE TEXT
Exercises

EXPLORING THE TEXT
Activities
EXPLORING THE TEXT

28B. Assessment Choice.

Write a group negotiated text(s) which reflects the Maths activities. Students illustrate, sequence the parts and display.

(genre)

Type of text for this unit:

N/A.

Title of texts:

Learning
Written English
and Learning
About Written
English for
Interpersonal (2)
and Informational
Use (4).

28C. Students write texts that record the Maths activity, modelled on the group text written

29A. HEALTH/PHYSICAL EDUCATION

Assessment Choice.

Explore Health/physical Education topics which extend the themes of the text.

Learning Through
Spoken and
Written English
for Informational
Use.

INDEPENDENT WRITING

EXPLORING THE TEXT

Activities

EXPLOITING THE TEXT

Exercises

29B. **Assessment Choice.**

Write group negotiated text(s) which reflects the Health/Physical Education activities, reports, explanations etc. Students illustrate. Sequence the parts and display.

N/A

*Learning
Written English
and Learning
About Written
English for
Interpersonal (2)
and Informational
Use (4).*

29C. Students write a text based on an activity they have done in Health/Physical Education.

N/A

Related texts to read to students each day.

INDEPENDENT WRITING

30C.

For children who are not yet literate:

- have them attempt to fill in single words on a skeleton text of the group negotiated text produced in activity 30B
- take different words out of the skeleton text each day, or two words in a row for children who are coping at this level.

For children who are emergent readers and writers:

- give each child a skeleton text of the group negotiated one, with the beginning of every sentence written in
- children have-a-go at completing the sentences using the food chains and other supporting material around the room to support their writing
- teacher conferences this piece of writing and scribes a complete sentence(s) for the child, if necessary
- the child copies under, the teacher's scribed writing

Children who are further developing their literacy skills

- attempt their own written report OR argument using the food chains and other supporting material around the room to support their writing
- teacher conferences
- child redrafts.

30C. Students write a short text as a response to an activity they have done in Social Education.

EXPLORING THE TEXT
Activities

30A. SOCIAL EDUCATION

Assessment Choice.

Explore any Social Education topic related to the themes of the text.

30A.

Look at the mangroves as a food source
DO:
In groups of two or three (one more literate student in each group), go back to the mangroves and identify plants and animals that are a food source.

RECORD:

Use a camera/video to record sources of food
Some children may like to draw what they see and label it.
More literate children may like to take notes (be taught how to take notes). These could include what each animal eats.

TALK ABOUT:

The importance of mangroves for the local community.

Learning Through Spoken and Written English for Informational Use (3a, 3b)

- What is a source of food in the mangroves?
 - What eats what?
 - What is it about the mangroves that makes them an important food source?
- Some food chains which begin in the mangroves
List the ways that the mangroves are important.
Brainstorm what would happen if the mangroves disappeared.
Tape this discussion for Exercise 31.

30B. Assessment Choice.

Write group negotiated text(s) which reflect the Social Education activities (e.g. reports, explanations, descriptions.)
Students illustrate, sequence the parts and display.

Type of text (genre) for this unit

Title of text:

Related texts to read to students each day:

Learning Written English and Learning About Written English for Interpersonal (2) and Informational Use (4).

30B.

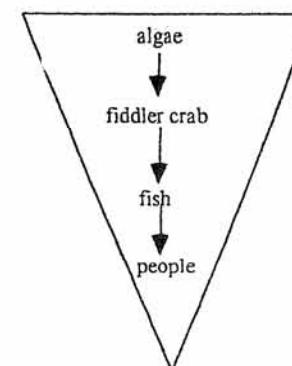
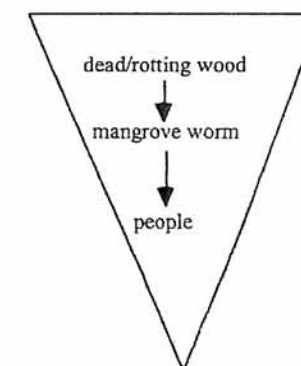
Teacher scribes a group negotiated report on *The mangroves as a Food Source*. Use the food chains to support the writing. See *Derivianka, B Exploring How Texts Work and Learning English in Aboriginal Schools* for information on how written reports are constructed.

For older students who have a lot of English, the teacher may scribe an argument *Why we should care for our coastal areas/mangroves*.

EXPLOITING THE TEXT
Exercises

RECORD:

Make some examples of food chains, add these to the collage of the beach/mangroves.



Other examples:

- algae - long bums - people
birds
- snails/
dead fish - mud crab - crocodiles
people
- leaf - crab - people

INDEPENDENT WRITING

EXPLORING THE TEXT

Activities

31.

Compare the Tape From Activity 30A with the type of English used to write the report in Activity 30B. Transcribe about three or four sentences of the tape so children can 'see' the difference.

**TEACHER
AND STUDENTS GO
ON A PRINT WALK AROUND THE
CLASSROOM.**

Read the print.

Discuss the text, concepts of print, graphophonic relationships, words used, use of punctuation, etc.

Recall the activity which each text reflects, and talk about the text in relation to the activity.

Discuss what else may be written and displayed in this unit of work.

Listen to individual students 'read' some of the texts used in and produced for this unit of work.

For activities 31-34:

- group children in two's or four's with one or two more literate children in each group
- more literate children read the exercise
- all talk about the answers
- less literate children can choose the answer and cut and paste it on
- more literate children can do the exercise again independently.

32 and 33.

Use the Science and Social Education facts as information. As extension, more literate children may like to make up their own.

EXPLOITING THE TEXT

Exercises

A shaping exercise.

31. Examine the differences between written and spoken language. Tape students telling how to make something from one of the curriculum areas covered in this unit. Compare the spoken language on the tape with the written language of the group negotiated text, (activities 27B-30B). (Keep cassette in student's folio.)

A shaping exercise.

32. Decide about true/false statements based on the information from the curriculum areas studied in this unit. (Keep in student's folio.)

A shaping exercise.

33. Make judgements about multiple choice answers, given questions based on the original text, or curriculum areas studied in this unit. (Keep in student's folio.)

A focusing exercise.

34. Recognise and correct substitutions/ lies in the text. (Keep in student's folio.)

34.

See the descriptor on page 88. For example read sections of the original text as follows:
*My father knows a place we can on;y reach by car.
Cockatoos rose form the sea*

INDEPENDENT WRITING

36.

For children who are not yet literate:

- have them attempt to fill in single words on a skeleton text of the group negotiated text produced in activity 35
- take different words out of the skeleton text each day, or two words in a row for children who are coping at this level.

For children who are emergent readers and writers:

- give each child a skeleton text of the group negotiated one, with the beginning of every sentence written in
- children have-a-go at completing the sentences
- teacher conferences this piece of writing and scribes a complete sentence(s) for the child, if necessary
- the child copies under the teacher's scribed writing

Children who are further developing their literacy skills

- attempt their own story improvising on the original text: they may like to choose/make up their own changes
- teacher conferences
- child redrafts.

36. Students begin to write a text by improvising on the original text, in one of the following ways: language items, plot, setting, content.

EXPLORING THE TEXT
Activities

35. Improvise on the text by using the original text as a model to write a group negotiated text in the same genre, which differs from the original in language items, setting, plot, topic, purpose.

DISCUSS, with the students

Type of text (genre):

- A fictional recount using some factual knowledge

Contents:

- change the place/setting to make it locally relevant
- change character to have the family go and visit a similar local place
- change the boy in the story to a group of children going for a walk (NB don't allow it to become another recount for a hunting story).

Title:

WRITE, with the students

38. Explore the text through an oral presentation. Discuss, decide on and plan the presentation.

Make group notes, use headings, eg. what, who, where, when.

Learning Spoken and Written English and Learning About Written English for Interpersonal (2) and Informational Use (3b).

Learning Spoken English and Learning Through Spoken English for Interpersonal Use (2).

Invite some students and teachers from another class, and organise for the students to take them on a Print Walk around the room,

EXPLOITING THE TEXT
Exercises

37.

Use the Science, Social Education, and the original text for the source of questions.

Do this exercise in pairs (one less literate child with one more literate/ older child can scribe for the younger child/younger child can cut and paste answer.

A shaping exercise

37. Identify and use questions and statements. Students give verbal and written answers to questions based on the areas studied and any of the texts produced in the unit of work. Keep in student's folio.

38.

Suggestions:

- Present the whole unit of work to community members including a reading of the original text with musical accompaniment for selected parts.
- children read parts of the original text or any of the group negotiated texts to other children/relations in groups of two/three.
- Sing the food chain song and 'home among the mangroves'.

INDEPENDENT WRITING

Directions for the presentation (first we will ... then ...)
 Invitations to relations and others
 Poster advertising the presentation

40. Students write a text to support the oral presentation, for example, dialogue, a talk, a poster, etc.

40.

For children who are not yet literate:

- have them attempt to fill in single words on a skeleton text of the group negotiated text produced in activity 39
- take different words out of the skeleton text each day, or two words in a row for children who are coping at this level.

For children who are emergent readers and writers:

- give each child a skeleton text of the group negotiated one, with the beginning of every sentence written in
- children have-a-go at completing the sentences
- teacher conferences this piece of writing and scribes a complete sentence(s) for the child, if necessary
- the child copies under, the teacher's scribed writing

Children who are further developing their literacy skills

- attempt their

EXPLORING THE TEXT

Activities

39. Write a group negotiated text to support the presentation, e.g. a script for a play (especially appropriate for younger learners) a report, statement, etc. for a talk (more appropriate for older learners).

Learning Spoken and Written English and Learning About Written English for Interpersonal (2) and Informational Use (4)

41. **Assessment Choice.**

Organise the time and venue, invitations etc, and give the oral presentations.

Learning Spoken English and Learning About Spoken English for Interpersonal (2) and Informational Use (4)

EXPLOITING THE TEXT

Exercises

INDEPENDENT WRITING

42. Assessment.

Keep the first draft and the final copies of each piece of writing done by the students. Complete a writing analysis on the best piece of writing done in this unit of work. Allow the student to decide on her/his best piece for assessment. Note down areas of difficulty for individual students.

See Page 206.

EXPLORING THE TEXT Activities

42. Assessment.

How do I assess students' Oral English language development? For each unit of work, assess oral language based on five activities from the list below. Make notes about the student's knowledge, understandings and use of language. Focus on a set number of students at each Assessment Choice. Engage these students in talk during the activity. Write anecdotal notes about the student's English after the activity.

See page 203.

Revisit the following activities:

EITHER:

3. Tape the student as she/he gives her/his ideas, opinions, and feelings about the stimulus text.

OR

7. Tape the student as she/he retells the stimulus text.

AS WELL AS:

21. Make notes about the students responses to the listening, oral cloze and intonation exercises.

OR

26. Tape the student's pronunciation of the target sounds/words/phrases for the unit.

AND:

19. Have the whole group sing songs or say rhymes from the unit of work. Observe and note students level of participation, confidence and clarity of words, and socio-cultural understandings, in talking about texts produced, activities done.

OR

41. During the group oral presentation, observe and note students level of participation, confidence and clarity of words, and socio-cultural understandings, indicated by using English language appropriately in this context.

EXPLOITING THE TEXT Exercises

42. Assessment.

a/ Complete a reading record sheet (see pages 199-202) for each student using the original text. Note any other text used or written in this unit of work which the student can read. Note the use of successful reading strategies as well as areas of difficulty.

This could prove to be time consuming if it is all done at the end of the unit. Set aside time in the DAILY PLANNING sheets to hear each student read something each week and to keep ongoing records.

b/ Use the collected work in the student's folio to write a descriptive summative report on the student's language development during this unit.